DOCUMENT RESUME

ED 162 678 JC 780 591

AUTHOR Long, Edward J., Jr.
TITLE Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College.
PUB DATE 78
NOTE 98p.; Ed. D. Dissertation, Nova University. Appendices C-F have been deleted due to irreproducibility

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Adult Education; Age; College Environment; College Faculty; Community Colleges; Educational Background; *Faculty Development; Females; *Inservice Education; *Junior Colleges; Literature Reviews; Males; *Part Time Teachers; School Surveys; Staff Improvement; Teacher Attitudes; Teacher Characteristics; Teacher Motivation

ABSTRACT

In order to determine the characteristics of continuing education instructors at St. Petersburg Junior College, as well as their professional development interests and attitudes toward the college, a survey was administered to the 125 instructors and yielded an 82% response rate. The study showed: (1) the most typical instructor was a white female, age 44, holding a Bachelor's degree; (2) keeping abreast of new discipline developments and gaining greater depth of knowledge ranked as the most important professional development needs; (3) fringe benefits and merit pay were seen as the most important incentives for the instructors; and (4) the teachers rated "friendly" as the best descriptor of the working environment. The study results suggest the necessity of: recognizing the part-time faculty as an important segment of the total staff; coordinating goals of staff development programs with those of the institution and instructors; initiating a varied format of development programs; researching existing programs at other colleges; considering motivation factors, along with hygiene factors, to stimulate interest in development activities; and including more minority group instructors when staffing new activities. A review of the literature and the survey questionnaire are included. (MB)

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Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College

EDWARD J. LONG, JR.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1978

JC 780 591

ACKNOWLEDGMENTS

Many people proved of invaluable assistance in seeing this Major Applied Research Project to its successful conclusion. From its inception, Dr. Ralph E. Kirkman, my major advisor, offered encouragement and guidance. His vast knowledge of writing techniques influenced my writing style and broadened my skill for this project and for future writings. To Dr. Kirkman, I offer my sincere gratitude. Dr. Norman L. Stephens, cluster coordinator and local MARP advisor, also contributed greatly to a rewarding Nova experience. His untiring efforts and continuous support deserve my earnest appreciation.

My gratitude also extends to Dr. Ross Moreton, Nova MARP advisor, for his timely suggestions during this study. And to Dr. Max Raines, many thanks for granting permission to modify and utilize his Professional Development Questionnaire in this study.

The assistance of colleagues, particularly Mr. Kenneth Ruhrup, Dr. Rosemary Ammons, Miss Shirley Lyons, and Mr. Donald Bergsma, provided inestimable support to this study's completion. To Dr. David Fellows, director of continuing education, who was

always available and willing to provide any assistance requested, I extend sincere thanks. In addition, I owe a special debt of gratitude to the part-time continuing education instructors who participated in this study. Their responses present a challenge for increased professional development opportunities at St. Petersburg Junior College.

This project reached completion because of the tireless efforts of my faithful and talented wife, Andrea. The quality of this document symbolizes her typing and editing skills. I shall always be indebted to her for the expertise and encouragement she contributed to this project.

Finally, the successful completion of the Nova experience culminated through the efforts of my entire family. My wife, Andrea, my son, Edward, and my daughter, Lauren, deserve a very special note of gratitude for their patience, understanding, and interest. The many sacrifices they made for their husband and father now end. "Next year" is here, now!

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

ANALYSIS OF PROFESSIONAL DEVELOPMENT NEEDS OF PART-TIME CONTINUING EDUCATION INSTRUCTORS AT ST. PETERSBURG JUNIOR COLLEGE

By

Edward J. Long, Jr.

April 1978

Part-time instructors symbolize a unique instructional resource for community colleges. Since these teachers usually originate in occupations other than education, they exhibit a variety of skills and expertise that offer a challenge to staff development. Literature indicates few staff development programs meet part-time faculty needs. Thus, the lack of professional development opportunities for part-time continuing education instructors prompted this study.

The most successful in-service programs include teachers in planning. This study offered the opportunity for part-time continuing education instructors at St. Petersburg Junior College to provide information regarding their professional development needs. In

this study, I addressed the following research questions:

1. What characterizes continuing education instructors at St. Petersburg Junior College?

2. What professional development activities interest part-time continuing education instructors at St. Petersburg Junior College?

3. What incentives encourage professional development activities for part-time instructors at St. Petersburg Junior College?

4. How do part-time continuing education instructors view the professional climate at St. Petersburg Junior College?

By utilizing a modification of questionnaires developed by Raines, Christensen, and Hinton, I surveyed all 125 continuing education instructors teaching non-credit courses at St. Petersburg Junior College in the 1977-1978 fall term. A cover letter from the director of continuing education introduced the instrument and informed participants of the confidentiality of their responses. In November 1977, 103 instructors (82 percent) completed the questionnaire and returned it within one month in the self-addressed, postage-paid envelope provided.

Utilizing a five-point Likert scale, the cross-tabulation subprogram of the Statistical Package for

the Social Sciences compiled frequency distributions and calculated response percentages for each questionnaire item. In addition, the frequency subprogram determined means, modes, medians, and standard deviations. Then, I ranked responses according to means and modes and also gave frequency distributions and response percentages for both the total staff and the three state instructional categories. A test for the significance of difference assisted in placing the responses of the total faculty into three major priority groups.

In answering the research questions the study showed: (1) The most typical continuing education instructor was a white female, age forty-four, holding a bachelor's degree; (2) Keeping abreast of new discipline developments and gaining greater depth of knowledge ranked as the most important professional development needs to address; (3) The instructors selected two hygiene factors, fringe benefits and merit pay, as the most important incentives; and (4) The teachers rated "friendly" as the best descriptor of the working environment.

According to responses to the research questions, the instructors appeared receptive to professional development opportunities and expressed interest in improving themselves and their instructional techniques.

They viewed the working environment at St. Petersburg Junior College as a positive one. And they indicated incentives serve to stimulate participation in staff development activities.

In view of the previous conclusions, prompted by the needs identified in this study, numerous recommendations resulted. It appears imminent that St. Petersburg Junior College's administrators recognize part-time continuing education faculty as an important segment of the total instructional staff, yet coordinate their goals with those of the institution. Securing highly competent consultants to provide a varied format of programs addressing needs recognized in this study, requires consideration. And attention given to motivation and hygiene factors and a positive working environment encourages acceptance of professional development activities. Recommendations also included an evaluation of professional development needs conducted on three- to five-year intervals. Another important recommendation evolved concerning the application of this study's findings to part-time credit faculty.

As part-time teachers become a proportionally larger part of the institutions' instructional staff, changes must follow. Professional development opportunities symbolize one vehicle to initiate this change. Thus, this study presents a challenge to administrators

to meet the staff development needs of part-time instructors.

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CHAPTER I

INTRODUCTION

Background

Cross and Gleazer's research indicates increasing numbers of adult students attend community colleges part time (4:29). St. Petersburg Junior College's continuing education student enrollment increased from approximately 800 in 1969 to 17,250 in 1976 (63:4). Significantly, this growth increases the role of adjunct or part-time instructors. Now approximately 130 part-time continuing education instructors teach each term at St. Petersburg Junior College.

Unlike for instructors teaching in the credit program of St. Petersburg Junior College, the Florida teaching certificate requirement exempts part-time instructors teaching fewer than sixty-four hours per term. Lombardi indicates no uniform definition of a part-time teacher exists. Usually the part-time instructor teaches less than the number of hours per week normally assigned to a full-time instructor (41:7-8). Generally, these instructors exhibit expertise in their occupation, but lack fundamental

knowledge, skills, and attitudes necessary for teaching adults. According to Knowles, adult education fails to attain full impact because most instructors teach adults like children (35:37).

The St. Petersburg Junior College continuing education administrative staff recognizes the need for increased staff development opportunities. In this study, I assess perceived professional development needs of instructors teaching in the continuing education program of St. Petersburg Junior College. The study also focuses on related staff development information concerning incentives, college climate, and instructors' personal traits.

In reporting information obtained from instructors' perceiyed development needs, incentives, personal traits, and impressions of college climate, I use the terms professional development and staff development synonymously. The following definition of staff development provided by Florida State Board of Education Regulations (6A-14.29) applies:

> . . . the development of existing staff includes the improvement of staff competency for both current requirements and new applications through interacting and updating experience in human relations, in occupational skills, in subject matter, in teaching techniques, in foundation disciplines, and in resources utilization. Staff is interpreted to include all personnel employed by the colleges (65:3).

Results of this study provide staff development information for a relatively neglected segment of the instructional staff. Based upon results, I will submit recommendations to the chairman of the staff and program development committee and to the director of continuing education at St. Petersburg Junior College. These recommendations encourage planning activities to develop skills and attitudes necessary to teach adults more effectively.

Statement of the Problem

The phenomenal increase of participants in non-credit continuing education courses at St. Petersburg Junior College apparently indicates only a start toward addressing the education needs of the 750,000+ Pinellas County residents (63:8). This growth results from national trends toward lifelong learning, particularly in the community college. Each year more than twenty million adults in the United States participate in continuing education programs (10:vii). From a 1969-1970 base of 100,000, Ehlert projects Florida community college non-credit continuing education enrollments to soar to 472,000 by 1980-1981 (12:1).

Adjunct or part-time instructors play an increasingly important role throughout the United States because of this growth. Heinberg reports that 90 percent of California's junior colleges employ more part-time than full-time teachers on their instructional

staff. This disparity likely will increase rather than diminish in the near future (26:2028A). In the continuing education program at St. Petersburg Junior College, the number of part-time instructors increases annually.

These part-time instructors usually originate in occupations other than education. Although they possess significant knowledge of their particular field, they may lack formal educational training necessary for effective teaching. The literature indicates part of the problem derives from lack of in-service educational training (17:205) (74:83).

Dickinson states that training in the principles and practices of teaching adults would enable instructors to create a more satisfying, effective learning situation (10:vii). Each adult educator must dedicate himself to continue learning to satisfy creatively the needs of a diverse student population (38:239). According to Roueche and Herrscher, in-service development of teachers during an age characterized by accelerated scientific and technological advances creates challenges for educational leaders. Keeping teaching competencies current dictates the need for continuous in-service training (62:22).

My observations of instruction and discussions with students, instructors, the director of continuing education, and the dean of college systems indicate

St. Petersburg Junior College part-time instructors need staff development. This study addresses the lack of professional development opportunities for part-time faculty; in the past, the college's staff development program omitted continuing education teachers.

The most successful in-service programs include teachers in planning professional development activities. Zion and Sutton noted that faculty development programs designed by administrators often fail because teachers resist or ignore the programs (76:41-51). This study offers the opportunity for part-time continuing education instructors at St. Petersburg Junior College to provide information regarding their staff development needs. In this study, I address the following research questions:

1. What characterizes continuing education instructors at St. Petersburg Junior College?

2. What professional development activities interest part-time continuing education instructors at St. Petersburg Junior College?

3. What incentives encourage professional development activities for part-time instructors at St. Petersburg Junior College?

4. How do part-time continuing education instructors view the professional climate at St. Petersburg Junior College?

CHAPTER II

REVIEW OF THE LITERATURE

Lifelong Learning and Community Colleges

Trends such as the knowledge explosion, change and elimination of occupations, emergence of new occupations, and more leisure time propel this country toward a national policy of lifelong learning. And, population projections indicate significant changes between 1970 and 2000 in the number of adults available for lifelong learning experiences. The number of persons over age twenty will increase from 127 million to 190 million (47:44).

Americans recognize the concept of lifelong learning. No longer do they embrace the traditional idea that education occurs only between ages six and twenty-one. Indeed, Vice President Mondale emphasized the concept of lifelong learning in 1975. As a senator, he introduced lifelong learning bill SB2497 to amend Title I of the Higher Education Act of 1965 (47:42-45). The amendment, Title I, Part B, of the 1976 Education Amendments, adds support to lifelong learning. This section indicates:

> Lifelong learning embraces adult basic education, continuing education, independent study, agricultural education, business education and job training programs, parent education, postsecondary education, pre-retirement education and education for older and retired people, remedial education, special educational programs for groups or individuals with special needs . . . (68:20).

Medsker and Tillery bring the concept of lifelong learning into the community college's sphere of influence, stating, "More than any other institution, the community college seems destined to become the most significant medium for continuing education--the educational center in its local community . . ." (46:49). According to Monroe, three traditions form the foundation of the public community college as an educational center: 1. universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethnic, racial, or religious backgrounds; 2. local control and support of free, nontuition educational systems; and 3. a relevant curriculum designed to meet both the needs of the individual and those of the nation (48:1). Gleazer refers to the community college as the final link in the national chain of effort to democratize and universalize opportunity for college training (19:256). Further, Martin summarizes typical descriptions of the community college as: "the fastest growing segment of higher education in the United States," "the most striking structural development in

education today," "the people's college," and "everybody's college" (45:282).

Cohen and others emphasize three main reasons why community college enrollments increase at a rate higher than other educational institutions--low cost, open admissions, and geographic accessibility. Community colleges invariably offer lower tuition and fees, ranging from no tuition in California to $600 per year in some states, with a nationwide average of approximately $300. Second, many university systems now recognize open-door admission; community colleges instituted open admissions years ago. Further, most states provide community colleges within reasonable commuting distance of 95 percent of the population (8:7) (52:15).

Wattenbarger states, "The concept of continued lifetime opportunity points up the need to recognize that the characteristics of the community college student body will be changing . . ." (72:310). Community college part-time students now outnumber full-time students; White indicated that in 1972, for the first time in American history, approximately half of the students (degree credit, nondegree credit, and noncredit) in postsecondary institutions participated on a part-time basis (73:30). As of 1976, approximately 60 percent of students enrolled in postsecondary institutions, for both credit and non-credit work,

attended part time (59:1). Frequently, employment of part-time teachers increases as enrollments expand in the community college. For example, in Florida during the 1974-1975 academic year, adjunct faculty represented 53 percent of community college teachers, an increase of 16 percent in five years (41:12).

The Florida Community College System

Florida's twenty-eight community colleges result from the State Community College Council's plan to provide postsecondary education within commuting distance of 99 percent of the state's 8.4 million people (11: 1-2). Approximately six million of these individuals exceed age seventeen and represent potential consumers of postsecondary education (14:25). Florida community colleges meet individual needs by providing education in three major areas: adult continuing education, occupational education, and general education parallel to the first two years of the state university system (11:1-2).

As a member of the Florida community college system, St. Petersburg Junior College expands educational objectives indicated for the state system. Although autonomous, the individual colleges in Florida remain integral parts of the state system, fully coordinated with other parts of the system. Thus, St. Petersburg Junior College seeks:

To provide educational opportunities for those students who will transfer to other colleges in order to continue their education;

To provide a variety of occupationally-oriented programs for those students who complete their career preparation at St. Petersburg Junior College;

To provide opportunities for students who desire to increase their general education;

To provide opportunities for cultural enrichment, personal and social development for members of the community;

To provide special opportunities for students with superior qualifications as well as for students with inadequate skills and backgrounds who need additional training in order to participate in the general programs of the College;

To provide, through counseling, guidance which will enable students to plan more effectively for the realistic attainment of their academic and personal goals (64:5).

St. Petersburg Junior College began in 1927 and became part of Florida's public system in 1947. The college reached a significant milestone recently in celebrating fifty years of service to the 750,000+ citizens of Pinellas County. For the future, the college's educational challenge appears continuous as the Pinellas County Planning Council projects population increases to the one-million mark by 1988 (58:5).

The multi-campus institution operates sites in St. Petersburg, Clearwater, and Tarpon Springs. Plans include a campus located in the Seminole area. During fall and winter sessions, day and evening credit

students number approximately thirteen thousand each session. An additional eighteen thousand participants enroll annually in non-credit continuing education courses.

The continuing education program of St. Petersburg Junior College serves as an integral part of the total college program. It strives to meet educational needs of Pinellas County residents through non-credit courses, seminars, and workshops located on three campuses and numerous off-campus sites. As required by Florida community college regulations, these non-credit activities carry occupational, citizenship, or avocational classifications.

A nontraditional approach to education contributes to the growth of the continuing education program; this approach involves more an attitude than a system. It concentrates on participants' needs rather than institution convenience, and it de-emphasizes time and space in favor of the students' enhancement. Growth of the program depends also on effective teaching. Since students enroll voluntarily in non-credit classes, instructional capabilities of part-time instructors determine the success of the course and of the total program.

Part-Time Instructors in the Community College

Part-time instructors represent a unique instructional resource for community colleges. They

possess a variety of skills and expertise that present a challenge to staff development. Although part-time faculty often excel in their own fields, usually they possess minimal teacher training (4:33). Bender and Hammons state, "Part-timers bring something new to the classroom--a breath of the real world, in the form of day-to-day experience in business, industry, government, or other educational institutions" (5:21). Theobald maintains that "certain types of knowledge and skill are best taught by practitioners who live in the world most of the time and only enter the halls of academe occasionally" (69:6). Addressing the issue of part-time-teacher qualifications, Harper states, "there is no statistical evidence that full-time faculty are any better than part-time people" (23:8).

Part-time teachers enable community colleges to offer many unique courses and programs. Frequently, the knowledge and technical expertise in the community make these offerings possible. Cooke and Hurlburt indicate that without part-time teachers many students would fail to realize their objectives (9:15).

These instructors come from a number of fields. A study of responses from 563 part-time faculty in North Carolina's comprehensive community colleges revealed they came primarily from three community sources: education, business and industry, and homemaking (9:15). Lombardi indicates large numbers of

part-time faculty come from five principal areas: day faculty, other colleges, K-12 schools, noneducational fields, and recent university graduates (41:19). Studies by Bender and Breuder support Kennedy's conclusion that most colleges rely on personal contacts, secondary school teachers, unsolicited applications, or recommendations from incumbent faculty members to select adjunct faculty (4:32-33) (31:14). Specifically, local high school teachers, full-time faculty employed at the particular community college, and professionals in the community provide most adjunct faculty for community colleges participating in the Bender and Breuder study (4:33). Factors such as the nature of the educational program, the college location, and the college policy on the number of overload units an instructor teaches influence the proportion of part-time instructors from each source (41:19).

In an opening speech to the First National Conference on Part-Time Instructors in Community Colleges held in Dallas, Texas, in February 1977, Fryer pointed out the practice of employing large numbers of part-time faculty in American higher education constitutes a new dimension in educational programs and professional relations in institutions (16). Nationally, more than half of the community college teachers work on a part-time basis (70:1). Reasons for the increase of part-time faculty teaching in the community college include:

1. The opportunity for students to study under outstanding instructors whose primary employment may be elsewhere;

2. The opportunity for instructors to use part-time employment as a means of beginning a career in postsecondary teaching;

3. The opportunity for colleges to respond quickly and efficiently to community needs within the boundaries of financial resources available to them (37:7) (70:1-2).

From the colleges' standpoint, the widespread use of part-time instructors creates problems related to recruitment, orientation, coordination, supervision, evaluation, and in-service training. On the other hand, part-time teachers experience difficulties including: 1. short notification time of teaching appointment, 2. lack of information concerning textbooks, methods, or grading standards, 3. no office space, secretarial assistance, duplicating facilities, or audio-visual equipment, and 4. lack of employee benefits such as hospitalization, retirement funds, and negotiating privileges (2:8). Regardless of their merits, part-time instructors consider themselves "marginal, expendable, underprivileged, and underpaid" (66:1). Anderson discovered part-time teachers comprise the lowest form of educational being (2:8); Fryer refers to the part-time teacher as the community college's second-class citizen (16). Kennedy reached similar conclusions, observing that "the part-time

teacher has been the mystery member of the junior college teaching staff" (31:14).

Koltai and Fryer indicate the problems associated with part-time employment fall into two areas: 1. benefits received by part-time instructors as compared to benefits received by full-time instructors, and 2. recent court decisions resulting in enormous confusion regarding the law for part-time teachers (16) (37:7). For example, in the landmark Peralta case of 1974, the California Supreme Court transcended the law which seemed to define temporary in terms of degree or level of contact and settled on the concept of continuity of contact as the controlling criteria. The court defined tenure in part-time teaching assignments as continuity of employment creating the expectation of reemployment (16).

Lack of in-service training also poses a problem since, in many cases, the part-time instructor represents the students' only contact with the community college. Staff development increases instructional skills; the literature, however, indicates few programs available to meet needs of part-time faculty. For example, 70 percent of the California community colleges conduct active in-service development programs for full-time faculty; only 37 percent report comparable programs for part-time faculty (16). Cooke and Hurlburt urge increased availability of instructional

support services for the part-time teachers (9:18). Studies report most adjunct faculty receptive to opportunities for self-improvement (5:22).

Staff Development

Quality of education in the community college depends primarily on the quality of staff. National and state recognition of the importance of quality teaching places increased emphasis on staff development in the community college. In 1969, Senator Harrison Williams introduced the Comprehensive Community College Act to Congress with the Act becoming part of the Education Amendments of 1972. The Act included a statewide plan for training and developing faculty and staff (53:25). Also in 1972, the first AACJC Assembly verified need for staff development by indicating many college staff require additional training to serve students effectively (53:27). This verification implies that colleges must develop in-service training programs for all staff.

In-service programs result from faculty request and from the realization by college leaders that professional development activities contribute to improved instruction. O'Banion indicates the primary responsibility for in-service training belongs to the individual community college (51:11). According to Fordyce, developing teachers for America's community junior colleges continues to demand high priority over

the next several years if these colleges fulfill their promise of expanding postsecondary educational opportunities (15:270). Blake, Hammons, and Jaggard emphasize the importance of in-service training by stating the future rests in the development of staff. Only by staff development can these institutions escape obsolescence and remain continually relevant to society's needs (6:13) (21:21).

In-service education includes a wide variety of activities. O'Banion identifies a number of emerging approaches to staff development including the retreat approach, interpersonal relationships approach, personal renewal approach, instructional improvement approach, and the curriculum or staff institute approach (54:31-32). Richardson views staff development as an attempt to alter institutional beliefs of existing staff members, thus effecting a behavioral change (61:304-5). He sees the stages of the total staff development process as individual and small group learning experiences, on-the-job learning experiences, analysis and revision of administrative and governance structure, establishment of goals and priorities for the institution, goals of individuals and goal attainment, and evaluation and feedback. The failure of colleges to understand and coordinate these six interrelated stages as components of a total process leads to ineffective staff development and to a process of institutional decline (61:307-8).

Orientation programs represent the most commonly used form of in-service education conducted by colleges. Kelly and Connolly studied orientation programs at colleges in California, Michigan, and New York. They developed a model for future programs including a discussion of goals, planning, duration, and evaluation (30:85). Jensen also originated an approach for planning and designing orientation programs (29:37).

Although the literature reflects increasing attention to staff development for regular community college faculty, the literature indicates a serious lack of planned orientation and in-service training for part-time instructors. Most investigators agree with Kennedy that "new part-time instructors receive a minimum of orientation upon appointment" (31:15). Bender and Breuder concluded that "very little is done to assist part-time faculty to improve their instruction or to have a better understanding of the people they serve" (4:35). Since students also are poorly oriented, Bender and Hammons assert that "the beginning of the term is often a case of the blind leading the blind" (5:21). Williams also affirms that part-time teachers receive little orientation or in-service training from administrators except the name of the text, the location of the classroom, and occasionally a course syllabus (74:83-84).

Delta College in Michigan and Burlington County College in New Jersey demonstrate active staff development programs for adjunct faculty. At Delta College, the president delivers a state-of-the-institution address during the part-time faculty orientation. The orientation session includes information regarding college philosophy and goals. Specifically, the part-time instructor receives information concerning available resources and services and policies of the evening program. Delta identifies four topic areas in the staff development program: 1. development of objectives, 2. assessment of entry skills, 3. types of instruction, and 4. evaluation of teaching effectiveness. Other in-service training topics available include: 1. the adult learner, 2. learning principles applied to adults, 3. motivating students, 4. constructing test items, 5. developing learning tapes (55).

At Burlington College, improving student learning serves as the overall goal of the faculty development program. Evaluation of part-time instructors by students and administrators indicates training needed in such areas as the nature and mission of the comprehensive community college, instructional technology systems, and instructional methods. Institutes consisting of five three-hour sessions held on sequential Saturday mornings during fall and winter semesters typify Burlington's approach to orienting

adjunct faculty. To encourage attendance and participation in these institutes, Burlington pays part-time instructors $75 upon completion of the institute (57:1-13).

In Florida, the 1967 legislature expressed its concern by enacting a staff and program development law. Effective 1 July 1973, the Florida State Board of Education Rule 6A-14.29 replaced the original Florida Statute 230.767 (65:1). Each year the legislature appropriates staff and program development funds to the twenty-eight community colleges. Individual colleges receive 2 percent of their previous year's apportionment from the State Community College Program Fund. Because Florida's approach to staff development appears successful, O'Banion and others recommend it as a national model (3:49).

Each Florida community college must develop a five-year staff development plan based upon an assessment of needs and established priorities for addressing these needs. The staff and program development committee of St. Petersburg Junior College completed the 1977-1982 Five-Year Plan with the following stated goals:

1. Provide for varied means of personal professional growth.
2. Provide for improvement in all facets of the educational and management processes.
3. Provide for the initiation of new or non-traditional programs (65:4-5).

The committee recognizes the importance of encouraging faculty involvement in accomplishing these goals and believes assessing professional development needs essential (65:5).

Questionnaire Selection and Design

A survey questionnaire constitutes one of the most commonly used instruments for assessment because it measures what a person knows, likes and dislikes, and thinks (71:173). Certain questionnaire characteristics insure the best possible results. For example, a brief, uncluttered questionnaire with clear instructions affords the participant a better chance to record what he intends. In addition, avoiding biased statements and double-barreled questions guarantees more accurate results, and dividing the questionnaire into sections and providing for easily recorded answers add to its practicability. Likert scales insure statistical analysis and treatment of the results.

Review of existing staff development questionnaires revealed two instruments possessing qualities requisite to a good survey instrument. With minor modifications, a combination of these instruments seemed appropriate for this study. Using an existing questionnaire offered the added advantage of previously established validity and reliability. Max Raines of Michigan State University developed the

primary instrument and applied his "Professional Development Questionnaire" at Broward Community College in Florida. Frank Christensen and Clete H. Hinton modified Raines's instrument for a study of administrators and faculty in selected Illinois community colleges (7:109-112). Their "Faculty Development Inventory" assessed these administrators' and teachers' perceptions of staff development needs. In a letter to me granting permission to use the instrument, Christensen expressed satisfaction with the instrument and noted its good research potential (see Appendix C).

CHAPTER III

METHODOLOGY

I employed the descriptive method of research in this project. Analysis of questionnaire responses determined perceived professional development needs of part-time continuing education instructors. Information regarding staff development incentives, professional climate of the college, and personal traits provided further insight into how to satisfy these needs.

With their permission, I utilized a modification of instruments developed by Raines, Christensen, and Hinton (see Appendices B, C, D, and E). Use of a panel of experts from St. Petersburg Junior College insured instrument validity. This panel included:

Rosemary Ammons, equal opportunity officer

Donald Bergsma, chairman of staff development committee

Johnnie Ruth Clarke, associate dean of academic affairs

Edward Cottrell, director of institutional research

Peggy Denty, coordinator of management information systems

David Fellows, director of continuing education

Roland Martens, counselor

Norman Stephens, dean of college systems

According to Oppenheim, a measure with validity also possesses reliability (56:70). I assumed this study's instrument possessed validity and reliability.

Continuing education's 125 part-time instructors, representing 100 percent of the instructional staff teaching in fall term 1977, received the questionnaire by mail. A cover letter from the director of continuing education at St. Petersburg Junior College introduced the instrument and informed participants of the confidentiality of their responses (see Appendix A). Participants received a self-addressed, postage-paid envelope for their convenience in returning the questionnaire.

The Statistical Package for the Social Sciences provided treatment of responses to the second, third, and fourth parts of the questionnaire. The crosstabulation subprogram of SPSS compiled frequency distributions and calculated response percentages for each item (50:218-248). In addition, the frequency subprogram determined means, modes, medians, and standard deviations (50:194-202). Then I ranked responses according to means and modes and also gave frequency distributions and response percentages for each of the items. This ranking provided an overall picture of faculty

perceptions of developmental needs, incentives, and professional climate.

By testing for the significance of difference (z test), I placed responses into three groups with each group containing responses not significantly different at the .05 level. The first group included those responses not significantly different from the item receiving the highest rank. The third group contained all responses not significantly different from the item receiving the lowest rank. The second group represented items with mean responses significantly different from items receiving the highest and lowest ranks. In other words, items not placed in the first and third groups constituted the second group.

Because of the size and diversity of the continuing education instructional staff, respondents' perceptions needed further clarification. Based on courses they taught, I also classified instructors according to three state instructional program categories. These categories contained occupational, citizenship, and avocational courses designated by the Florida Division of Community Colleges. Color coding the instrument accomplished group identification.

Information from Part I of the questionnaire developed a part-time continuing-education-instructor profile. This information facilitated placing demands, needs, and resources for staff development in

perspective and into a social and cultural context. Many areas of the college found the results of this profile beneficial. For example, the college's equal opportunity officer requested a copy of the profile to assist in current staffing practices analysis.

CHAPTER IV

RESULTS

Introduction

The lack of professional development opportunities for part-time instructors in community colleges prompted this study. Research indicates successful staff development programs utilize teacher participation in the planning stages. This study gives part-time instructors at St. Petersburg Junior College opportunity to provide information concerning their staff development needs by completing the professional development questionnaire. (see Appendix B).

In November 1977, I surveyed the 125 part-time continuing education instructors teaching during the fall term. One hundred three instructors completed the professional development questionniare and returned it within one month, making a follow-up mailing unnecessary. The 82 percent return rate from the initial mailout represents a statistically acceptable return. According to Tuckman, one third to two thirds of questionnaires distributed return during the month after the initial mailing (71:208). Also, he indicates most

researchers seem unwilling to accept a return of less than 75 percent even after follow-up mailings of the instrument (71:208). Dividing the 82 percent return into state instructional categories, I observe 31 of 42 occupational teachers responded (74 percent); 29 of 33 citizenship instructors (88 percent) and 43 of 50 avocational teachers (86 percent) returned the questionnaire.

The Statistical Package for the Social Sciences (SPSS) provides treatment for questionnaire results. SPSS represents a unified comprehensive statistical package utilizing different types of data analysis. Nie emphasizes the program's flexibility by stating:

> In addition to the usual descriptive statistics such as frequency distributions and cross tabulations, SPSS contains procedures for simple correlation, partial correlation, means and variances for stratified subpopulations, one-way and n-way analysis of variance, multiple regression, discriminant analysis, scatter diagrams, factor analysis, canonical correlations, and Guttman Scaling (50:1).

Moreover, a test for the significance of difference supplements the SPSS in treating this study's results.

I present the results in narrative and tabular form under subchapters relating to each research question addressed in this study. Initially, results from Part I of the questionnaire create a profile of the continuing education instructor. In Parts II, III, and IV, the information reflects total group response

to each research question, followed by separation of the total responses into three major priority groups not significantly different at the .05 level. Finally, I classify instructors' responses into the three state instructional categories.

Characteristics of Continuing Education Instructors

Responses to questions 1-6 on the professional development questionnaire answer the following research question: What characterizes continuing education instructors at St. Petersburg Junior College? Answers to this question establish a profile of the contintuing education teacher at St. Petersburg Junior College. Table I presents the age distribution of the 103 respondents. Age groups utilized by Hodgkinson influence those applied in this table (28:263-274).

TABLE I

AGE DISTRIBUTION OF CONTINUING EDUCATION INSTRUCTORS
Question 1, N=103

Age	Frequency
22-29	13
30-39	33
40-43	10
44-50	13
51-70	34
Total	103

[a]Mean=43.59, Mode=34.00, Median=42.60, Standard Deviation=11.89, Age Range=45 years (25-70)

Questions 2 and 3 concern instructors' sex and race. Of the 103 teachers, 48 males and 55 females responded; the 22 non-responding instructors number 11 males and 11 females. One hundred one instructors identified themselves as white, one as black, and one as Hispanic.

Table 11 illustrates the highest level of education attained by the continuing education teachers. All of the non-credit instructors surveyed possess at least a high school diploma; 69 percent hold the bachelor's degree or better. Nurses constitute the majority of respondents indicating "some college" experience.

TABLE 11

LEVEL OF EDUCATION

Question 4, N=103

Level	Frequency	Relative Frequency %
High School Graduate	5	4.8
Some College	20	19.4
Associate Degree	7	6.8
Bachelor's Degree	32	31.1
Master's Degree	29	28.2
Doctor's Degree	10	9.7
Total	103	100.0

Question 5 measures the level of teaching experience among continuing education instructors at

St. Petersburg Junior College. At the time of this study, ninety-eight sections formed the range between the most experienced and least experienced instructors. Approximately 11 (10.90) course sections represented the average number taught by the instructors, and 6.63 sections reflected the median level of teaching experience. Because of program growth and the addition of 14 new instructors, 1.0 section constituted the mode.

Question 6 asks the primary reason for teaching in the continuing education program at St. Petersburg Junior College. Ninety-two instructors (89.3 percent) teach continuing education classes for reasons other than monetary gain. Most respondents teach these classes because they enjoy teaching; only a few instruct to earn extra income.

TABLE III

REASON FOR TEACHING

Question 6, N=103

Reason	Frequency	Relative Frequency (%)
Extra Income	11	10.7
Doing Something Worthwhile	35	34.0
Enjoy Teaching	57	55.3
Total	103	100.0

In summary, the instructors' profile shows diversity in age, sex, level of education, non-credit

teaching experience, and reasons for teaching. The responses, however, identify the most typical continuing education instructor as a white female, age forty-four, holding a bachelor's degree. This representative instructor's teaching experience at St. Petersburg Junior College approaches eleven course sections, and the instructor teaches mainly for enjoyment.

Professional Development Needs

Items 7-28 on the questionnaire identify perceived staff development needs of the part-time continuing education instructors. Responses answer the following research question: What professional development activities interest part-time continuing education instructors at St. Petersburg Junior College? Table IV ranks these responses according to means and modes by a key of very interested - 5, interested - 4, uncertain - 3, disinterested - 2, and very disinterested - 1.

Activities designed to assist instructors in keeping abreast of new developments in their discipline or gaining greater depth of knowledge in their specialization interest them most. Serving on a campus committee concerns teachers least. Review of the frequency and relative frequency (response percentage) scales shows more instructors interested or very interested in professional development than disinterested or very disinterested.

TABLE IV

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS

Questions 7-28, N=103

Rank	Item No.	Frequency/Relative Frequency (%)					Mean	Mode	Standard Deviation
		b_{VD}	D	U	I	VI			
1	15	1/1.0	4/3.9	4/3.9	25/24.3	69/67.0	4.52	5.00	0.83
2	19	1/1.0	3/2.9	4/3.9	31/30.1	64/62.1	4.50	5.00	0.79
3	7	4/3.9	5/4.9	5/4.9	48/46.6	41/39.8	4.14	4.00	0.99
4	13	4/3.9	4/3.9	10/9.7	48/46.6	37/35.9	4.07	4.00	0.98
5	18	4/3.9	5/4.9	10/9.7	47/45.6	37/35.9	4.05	4.00	1.00
6	21	4/3.9	8/7.8	15/14.6	40/38.8	36/35.0	3.93	4.00	1.08
7	23	4/3.9	8/7.8	13/12.6	49/47.6	29/28.2	[a]3.88	4.00	1.03
7	9	2/1.9	12/11.7	11/10.7	49/47.6	29/28.2	[a]3.88	4.00	1.01
9	8	2/1.9	14/13.6	17/16.5	39/37.9	31/30.1	3.81	4.00	1.08
10	26	5/4.9	10/9.7	16/15.5	46/44.7	26/25.2	3.76	4.00	1.09
11	10	4/3.9	18/17.5	15/14.6	32/31.1	34/33.0	3.72	5.00	1.21

TABLE IV (continued)

Rank	Item No.	Frequency/Relative Frequency (%)					Mean	Mode	Standard Deviation
		[b]VD	D	U	I	VI			
12	20	6/5.8	9/8.7	23/22.3	37/35.9	28/27.2	3.70	4.00	1.14
13	12	5/4.9	19/18.4	15/14.6	32/31.1	32/31.1	3.65	4.00	1.23
14	28	7/6.8	15/14.6	14/13.6	41/39.8	26/25.2	3.62	4.00	1.21
15	22	6/5.8	15/14.6	16/15.5	43/41.7	23/22.3	3.60	4.00	1.16
16	16	6/5.8	13/12.6	29/28.2	34/33.0	21/20.4	3.50	4.00	1.13
17	15	12/11.7	11/10.7	25/24.3	35/34.0	20/19.4	3.39	4.00	1.25
18	27	13/12.6	16/15.5	17/16.5	38/36.9	19/18.4	3.33	4.00	1.29
19	24	13/12.6	14/13.6	28/27.2	36/35.0	12/11.7	[a]3.19	4.00	1.20
19	14	13/12.6	17/16.5	27/26.2	29/28.2	17/16.5	[a]3.19	4.00	1.26
21	17	9/8.7	22/21.4	30/29.1	25/24.3	17/16.5	3.18	3.00	1.20
22	11	30/29.1	20/19.4	25/24.3	21/20.4	7/6.8	2.56	1.00	1.29

[a]Items interchangeable in rank due to identical means.

[b]VD = Very Disinterested, D = Disinterested, U = Uncertain, I = Interested

VI = Very Interested.

In Table V, the perceived professional development needs ranked according to means in Table IV fall into three major priority groups. The first major priority group includes responses not significantly different at the .05 level from the item receiving the highest rank, while the third group contains all responses not significantly different from the item receiving the lowest rank. The second group represents items with mean responses significantly different from items receiving the highest and lowest rank. Because of a greater distribution of means in the second major group than anticipated, further separation of items in this category at the .05 level proves necessary to analyze more closely the results. Each subdivision contains items differing at the .05 level from the item receiving the hi st rank in the preceding subdivision. Broken lines identify subdivisions in group 2; solid lines separate the three major groups.

Whereas Table V gives a composite of the total instructional groups' in-service needs, Table VI ranks perceived professional development needs under the three state instructional categories. A comparison of these needs shows the total instructional group and each category agreeing that keeping abreast of new discipline developments and increasing discipline knowledge rank highest; committee participation ranks lowest. In Table VI, questionnaire items resulting in

TABLE V

GROUPS OF PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS

Questions 7-28, N=103

Priority	Rank	Item No.	Descriptor
1a	1	15	New Discipline Development
	2	19	Discipline Depth
2a	3	7	Lecture Delivery
2b	4	13	Teaching Style
	5	18	Media Usage
2c	6	21	Classroom Improvement
	7	23	Discipline Expansion
	8	9	Group Discussion
2d	9	8	Course Inclusion
	10	26	Community-Based Learning
	11	10	Content Determination
2e	12	20	Counseling
	13	12	Community Lectures
	14	28	Career Counseling
	15	22	Competency-Based Approach
2f	16	16	Growth Group Facilitator
	17	25	Syllabus Development
2g	18	27	College Role Identification

TABLE V (continued)

Priority	Rank	Item No.	Descriptor
2h	*19	24	Counseling Referral
	*19	14	Handicapped Students
	21	17	Special Students
3a	22	11	Committee Participation

*Identical Means

TABLE VI

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS BY INSTRUCTIONAL CATEGORIES

Questions 7-28, N = [a]Occ. -31, Cit. -29, Avoc.-43

Question No.	Descriptor	[a]Occ. Ranking	[a]Cit. Ranking	[a]Avoc. Ranking
7	Lecture Delivery	3	7	3
8	Course Inclusion	14	11	6
9	Group Discussion	11	3	8
10	Content Determination	6	14	13
11	Committee Participation	22	22	22
12	Community Lectures	16	11	10
13	Teaching Style	4	8	5
14	Handicapped Students	19	19	20
15	New Discipline Development	2	1	1
16	Growth Group Facilitator	20	6	14
17	Special Students	21	16	19

TABLE VI (continued)

Question No.	Descriptor	[a]Occ. Ranking	[a]Cit. Ranking	[a]Avoc. Ranking
18	Media Usage	8	3	3
19	Discipline Depth	1	2	2
20	Counseling	15	13	8
21	Classroom Improvement	7	9	7
22	Competency-Based Approach	10	15	16
23	Discipline Expansion	9	5	11
24	Counseling Referral	17	19	21
25	Syllabus Development	13	21	17
26	Community-Based Learning	11	9	12
27	College Role	18	17	18
28	Career Counseling	5	18	15

[a]Occ. = Occupational, Cit. = Citizenship, Avoc. = Avocational

*Items receiving identical means assigned same ranking.

identical means receive the same ranking under the instructional categories.

In this section, responses to the professional development questions indicate instructor interest in staff development activities. Examining frequency and response percentage scales reveals that, with the exception of the lowest ranked item concerning committee participation, more instructors express interest--rather than disinterest--in staff development opportunities. Because of similarities in responses by instructional categories, priority groups determined in Table V provide a strong base for recommendations discussed in Chapter V.

Professional Development Incentives

Questionnaire items 29-37 measure the importance of professional development incentives to continuing education teachers. These results answer the research question: What incentives encourage professional development activities for part-time instructors at St. Petersburg Junior College? Table VII ranks responses by means and modes.

In Tables VII and VIII, incentives reported most important include fringe benefits such as retirement and health insurance and merit pay increases; involvement in college policy making interests teachers least. Table VIII, however, discloses policy making not significantly different at the .05 level from pay for

TABLE VII

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT INCENTIVES

Questions 29-37, N=103

Rank	Item No.	Frequency/Relative Frequency (%)					Mean	Mode	Standard Deviation
		[a]VUI	UI	U	I	VI			
1	36	5/4.9	4/3.9	20/19.4	29/28.2	45/43.7	4.02	5.00	1.11
2	33	5/4.9	3/2.9	15/14.6	44/42.7	36/35.0	4.00	4.00	1.03
3	31	4/3.9	7/6.8	13/12.6	51/49.5	28/27.2	3.89	4.00	1.01
4	32	2/1.9	9/8.7	28/27.2	32/31.1	32/31.1	3.81	4.00	1.04
5	34	6/5.8	6/5.8	31/30.1	25/24.3	35/34.0	3.75	5.00	1.16
6	29	2/1.9	11/10.7	27/26.2	45/43.7	18/17.5	3.64	4.00	0.96
7	35	7/6.8	14/13.6	15/14.6	45/43.7	22/21.4	3.59	4.00	1.17
8	37	8/7.8	10/9.7	22/21.4	41/39.8	22/21.4	3.57	4.00	1.16
9	30	7/6.8	10/9.7	24/23.3	43/41.7	19/18.4	3.55	4.00	1.11

[a]VI = Very Important, I = Important, U = Uncertain, UI = Unimportant, VUI = Very Unimportant.

participating in staff development activities, media recognition, or verbal or written recognition from colleagues and administrators. Table VIII places the perceived incentives, ranked according to means in Table VII, into three priority groups. Solid lines separate these incentives into the three groups.

TABLE VIII

GROUPS OF PERCEIVED PROFESSIONAL DEVELOPMENT INCENTIVES

Questions 29-37, N=103

Priority	Rank	Item No.	Descriptor
1	1	36	Fringe benefits
	2	33	Merit pay
2	3	31	Special Recognition
	4	32	Faculty Rank
	5	34	Tenure
3	6	29	Staff Development Pay
	7	35	Media Coverage
	8	37	Administrator/Colleague Praise
	9	30	Policy Making

State instructional categories provide the divisions for ranking incentives in Table IX. Because of their equal means, several of these incentives reflect duplicate ranking. All three categories agree with the total group that merit pay and fringe benefits represent the strongest staff development incentives.

TABLE IX

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT INCENTIVES BY INSTRUCTIONAL CATEGORIES

Questions 29-37, N = [a]Occ. -31, Cit. -29, Avoc.-43

Question No.	Descriptor	[a]Occ. Ranking	[a]Cit. Ranking	[a]Avoc. Ranking
29	Staff Development Pay	6	9	6
30	Policy Making	6	6	8
31	Special Recognition	2	3	4
32	Faculty Rank	6	7	3
33	Merit Pay	1	2	1
34	Tenure	4	5	5
35	Media Coverage	9	7	7
36	Fringe Benefits	2	1	1
37	Administrator/Colleague Praise	5	3	9

[a]Occ. = Occupational, Cit. = Citizenship, Avoc. = Avocational

*Items receiving identical means assigned same ranking.

Thus, this section emphasizes that more continuing education instructors consider all incentives important or very important rather than unimportant or very unimportant. Fringe benefits and merit pay emerge as the most popular incentives. Furthermore, each instructional category concurs with the total teaching staff regarding the most important incentives.

Professional Climate

Items 38-50 on the questionnaire disclose instructors' perceptions of the working environment at St. Petersburg Junior College. Responses answer the following research question: How do part-time continuing education instructors view the professional climate at St. Petersburg Junior College? Table X positions the responses by means and modes on a five-point scale, with 5 symbolizing a very positive perception and 1 revealing a very negative perception of the professional climate.

The frequency and relative frequency scales in Table X reflect more instructors view the professional climate positively than negatively. In addition, Tables X and XI show "Friendly" most clearly describes the working environment, and "Imaginative" and "Innovative" rank lowest. None of the climate indicators, however, falls on the negative end of the continuum.

Table XI places the adjectives measuring the professional climate, ranked according to means in

TABLE X

RANKING OF PERCEIVED PROFESSIONAL CLIMATE AT ST. PETERSBURG JUNIOR COLLEGE

Questions 38-50, N=103

Rank	Item No.	Frequency/Relative Frequency (%)					Mean	Mode	Standard Deviation
		[a]VN	SN	U	SP	VP			
1	38	1/1.0	0/0.0	7/6.8	18/17.5	77/74.8	4.65	5.00	0.70
2	39	2/1.9	1/1.0	10/9.7	32/31.1	58/56.3	4.39	5.00	0.85
3	40	1/1.0	4/3.9	17/16.5	28/27.2	53/51.5	4.24	5.00	0.93
4	49	0/0.0	2/1.9	16/15.5	42/40.8	43/41.7	4.22	5.00	0.78
5	42	3/2.9	2/1.9	19/18.4	32/31.1	47/45.6	4.15	5.00	0.98
6	44	3/2.9	3/2.9	16/15.5	36/35.0	45/43.7	4.14	5.00	0.98
7	47	1/1.0	6/5.8	19/18.4	35/34.5	42/40.8	4.08	5.00	0.96
8	48	2/1.9	7/6.8	16/15.5	35/34.0	43/41.7	4.07	5.00	1.01
9	43	3/2.9	8/7.8	15/14.6	42/40.8	35/34.0	3.95	4.00	1.03
10	50	3/2.9	4/3.9	26/25.2	33/32.0	37/35.9	3.94	5.00	1.02
11	46	3/2.9	5/4.9	30/29.1	26/25.3	39/37.9	3.90	5.00	1.06
12	45	2/1.9	7/6.8	32/31.1	40/38.8	22/21.4	3.71	4.00	0.95
13	41	3/2.9	10/2.7	31/30.1	38/36.9	21/20.4	3.62	4.00	1.01

[a]VN = Very Negative, SN = Somewhat Negative, U = Uncertain, SP = Somewhat Positive, VP = Very Positive.

Table X, into three major priority groups. Because of a greater distribution of means in the second major group than anticipated, further separation of items in this category at the .05 level proves necessary to analyze more closely the results. Each subdivision contains items differing at the .05 level from the item receiving the highest rank in the preceding subdivision. Broken lines identify subdivisions in group 2; solid lines separate the three major groups.

TABLE XI

GROUPS OF PROFESSIONAL CLIMATE PERCEPTIONS

Questions 38-50, N=103

Priority	Rank	Item No.	Descriptor
1a	1	38	Friendly/Unfriendly
2a	2	39	Appreciative/Unappreciative
2b	3	40	Harmonious/Conflicting
	4	49	Productive/Non-Productive
2c	5	42	Caring/Indifferent
	6	44	Flexible/Rigid
2d	7	47	Orderly/Chaotic
	8	48	Facilitating/Inhibiting
2e	9	43	Efficient/Inefficient
	10	50	Qualitative/Quantitative
	11	46	Democratic/Autocratic
3a	12	45	Innovative/Repetitive
	13	41	Imaginative/Unimaginative

Table XII compares the perceived professional climate at St. Petersburg Junior College by state instructional categories. Each instructional group agrees with the total teaching staff that "Friendly" most accurately describes the working environment. Both occupational and avocational instructors rank "Innovative" and "Imaginative" lowest; citizenship teachers select "Democratic," "Innovative," and "Orderly" as qualities St. Petersburg Junior College exhibits least. None of the descriptors, however, falls on the negative end of the scale. Mean values of all descriptors show the instructors more positive than negative in their perceptions of St. Petersburg Junior College's professional climate.

To further discern instructors' desires for staff development at St. Petersburg Junior College, I concluded the questionnaire with a "Comments" section. Fifty-eight instructors responded in this section, and they offer a variety of useful suggestions. Most of those commenting appreciate the opportunity to teach in continuing education and express pleasure in having a chance to voice opinions. Many instructors request occasion to develop cohesiveness within faculty and staff and desire channels to learn more about campus facilities, audio-visual equipment, and ways of teaching adults. They wish additional media coverage and public relations for their courses and desire pay for preparation time in technical courses.

TABLE XII

RANKING OF PERCEIVED PROFESSIONAL CLIMATE BY INSTRUCTIONAL CATEGORIES

Questions 38-50, N = [a]Occ. -31, Cit. -29, Avoc.-43

Question No.	Descriptor	[a]Occ. Ranking	[a]Cit. Ranking	[a]Avoc. Ranking
38	Friendly/Unfriendly	1	1	1
39	Appreciative/Unappreciative	2	3	2
40	Harmonious/Conflicting	6	10	3
41	Imaginative/Unimaginative	13	9	13
42	Caring/Indifferent	8	2	5
43	Efficient/Inefficient	9	6	8
44	Flexible/Rigid	7	4	6
45	Innovative/Repetitive	12	11	12
46	Democratic/Autocratic	10	11	9
47	Orderly/Chaotic	3	13	7
48	Facilitating/Inhibiting	3	8	10
49	Productive/Non-Productive	5	5	4
50	Qualitative/Quantitative	11	6	10

[a]Occ. = Occupational, Cit. = Citizenship, Avoc. = Avocational

*Items receiving identical means assigned same ranking.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The increasing number of part-time faculty in community colleges presents an enormous challenge to professional educators in providing effective staff development programs. Because of unique characteristics of most part-time teachers, this training satisfies an essential need to uphold community colleges' reputation as "teaching" institutions; however, Fuller and Bender indicate little recorded evidence of in-service training opportunities for part-time instructors (4:34) (17:205). Opportunities appear even less frequent in the non-credit area.

Florida exerts leadership in recognizing the importance of staff development and of non-credit postsecondary education. The Florida legislature provides funding in both areas. With state support, instructional accountability receives strong emphasis; however, there remains minimal professional development opportunity for non-credit continuing education instructors.

Floridians show interest in non-credit educational activities. A recent report by the Florida Commission on Educational Outreach, Access to Knowledge, attests that 2.4 million Floridians express interest in postsecondary education. Approximately 40 percent (or 960,000 people) indicate no desire for credit courses (14:ix). These figures imply more part-time teacher employment.

With increasing interest in non-credit activities in Florida, the implications and significance of this study appear clear. Available funds encourage staff development activities designed to increase teaching competencies. As Harlacher points out, competency became a requirement for survival in these last twenty-five years of this century (20:96). Accordingly, the staff and program committee of St. Petersburg Junior College recommends assessment of professional development needs (65:5). This study's results provide information about the non-credit continuing education faculty, and the staff and program development chairman endorses this study of a "neglected segment" of the college's instructional staff (see Appendix F).

Successful in-service programs include instructors in the planning of professional development activities. Lefforge proposes that instructors best identify staff development needs, and he emphasizes the necessity of teacher involvement in every aspect of the

professional development process (40:3). This study gives the teachers an opportunity to identify training needs, and the excellent return rate (82 percent) of the questionnaire seems to indicate the instructors welcome involvement in initiating professional development opportunities at St. Petersburg Junior College. In the following sections, I interpret the results of the questionnaire and give conclusions and recommendations based upon the responses. The research questions addressed in this study formulate the section organization and provide the basis for the discussion.

Interpretation of Research Question I

Part I of the professional development questionnaire develops a profile of the part-time continuing education instructors at St. Petersburg Junior College. This profile reveals information regarding age, sex, race, education, teaching experience, and reasons for teaching. This section's results assist in placing staff development interests in a social and cultural context. The director of continuing education and the college's equal opportunity officer plan to utilize this profile to assist in analyzing current staffing practices. The profile also benefits those structuring staff development activities to the individual instructor's needs.

The continuing education faculty encompasses a wide age range of 45 years, the youngest being age 25.

Because adults move through various developmental patterns with age, Table I utilizes age groups corresponding to Levinson's adult developmental patterns and applied to higher education faculty and administrators by Hodgkinson (see Table I, page 29). This approach gives additional insight about the continuing education instructor from a social standpoint. Instructors between ages 22 and 29 express interest and acceptance of career testing and change (28:266). During the years between 30 and 39, they symbolize a life style of optimum professional and personal requirements and pressures (28:269). Age 40 to 43 represents the last chance for many teachers to change occupations. Hodgkinson discloses relatively high divorce and suicide rates during this period for the general population, and he suspects college faculty prove no exception (28:270). Through ages 44 to 50, college instructors manifest new loyalty to the institution. Many persons in this age group find new activities that provide meaningful alternatives and supplements to their regular occupation (28:271). Finally, Hodgkinson indicates that teachers over age fifty ". . . may bring a greatly broadened perspective to their teaching and writing; the discipline may be less important and the concerns of humanity may increase in importance" (28:273). At St. Petersburg Junior College, ages 30 to 39 and over 50 dominate the continuing education instructional staff.

Male and female teachers appear relatively even in number on the continuing education faculty. The 48 men (47 percent) and 55 women (53 percent) participating in the study typify the total faculty since the remaining 22 instructors not responding exhibited equal representation. In contrast, white instructors overwhelmingly characterize the staff racially. Presently, the continuing education department employs only 2 percent non-white instructors.

The educational level of the teachers proved surprisingly high. Although the completion of collegiate degrees enhances the possibility that individuals can effectively teach adults, "real world" experiences and expertise in a particular field also receive emphasis in hiring persons to teach in the continuing education program at St. Petersburg Junior College. Interestingly, 37.9 percent of the instructors possess either master's degrees or doctorates which most community colleges require for teaching positions in credit programs (see Table II, page 30).

Instructors display a broad range of teaching experience in non-credit continuing education courses. The mean (10.90) and median (6.63) representing the number of sections taught implies an experienced staff. Subsequently, this level of experience assists the teachers in identifying needed professional development activities.

A large majority of these part-time instructors teach because they enjoy teaching (55.3 percent) or because they desire doing something worthwhile (34.0 percent). Although the $12 per contact hour paid to continuing education instructors at St. Petersburg Junior College compares very favorably or exceeds the pay received in similar Florida community college programs, only 10.7 percent of the teachers revealed they taught because of extra income (see Table III, page 31). These findings manifest a positive attitude toward teaching, thus, implying acceptance of opportunities designed to further increase their instructional skills.

Interpretation of Research Question II

The answers to Part II of the questionnaire reveal what professional development activities most interest part-time continuing education instructors. Although the instructors show greater interest in some staff development activities than in others, it is obvious they generally approve of in-service training opportunities. In 22 possible professional development needs listed on the questionnaire, becoming a member of a campus committee represents the only activity in which more instructors revealed disinterest than interest (see Table IV, pages 33-34).

Three major priority groups of perceived professional needs emerge (see Table V, page 36). Keeping

abreast of new discipline developments and gaining greater depth of knowledge in a particular discipline appear as the most important needs to address. Since the two professional development needs comprising the top priority group relate to discipline development, these findings provide a clear picture of direction for planning initial professional development activities for part-time continuing education instructors at St. Petersburg Junior College. In addition to the top priority items, the professional development needs found in subdivisions 2a and 2b easily merge into a coordinated learning package for the instructors (see Table V, page 36). These needs relate to instructional development and include lecture delivery, teaching style, and media usage. The instructors reinforce interest in these activities by requesting them in the "Comments" section of the questionnaire.

Interpretation of Research Question III

Most educational institutions provide some type of incentive system to promote faculty participation in professional development activities. The incentives listed in Part III of the professional development questionnaire depict those types commonly used by colleges to encourage staff development participation. Seven of the nine incentives used in this study correspond to what Herzberg refers to as hygiene factors. He indicates hygiene factors such as policy making

responsibilities, salary, working conditions, and fringe benefits can keep employees from being unhappy, but do not motivate them (27:82-86). According to Herzberg, these factors contribute to job dissatisfaction while challenging work allowing the employee to assume responsibility motivates. Interestingly, the instructors selected two hygiene factors, fringe benefits and merit pay, as the most important incentives fostering participation in staff development activities (see Table VIII, page 41).

In contrast to the hygiene factors, Herzberg identifies growth or motivation factors that contribute to job satisfaction. These motivational factors include achievement, recognition, responsibility, advancement, and growth (27:86). The instructors ranked the two questionnaire incentives corresponding to Herzberg's motivational factors, special recognition and administrator/colleague praise, third and eighth, respectively (see Table VIII, page 41). Although the participants selected hygiene factors as priority incentives, utilization and application of Herzberg's research findings which favor motivational factors bears consideration by administrators of staff development activities for part-time continuing education instructors at St. Petersburg Junior College.

Interpretation of Research Question IV

Professional development programs meet with minimal acceptance and success without a positive working environment. Richardson emphasizes the importance of positive institutional climate to staff development by stating, "The environment of the institution is the crucial determinant in the process of growth for staff members." (61:305-306). The responses to Part IV of the questionnaire disclose part-time continuing education instructors perceive a positive working environment at St. Petersburg Junior College (see Table X, page 44). These findings hold significant implications for a successful staff development program for continuing education teachers at St. Petersburg Junior College.

The literature shows successful staff development programs depend upon a working climate characterized by attitudes such as friendliness, flexibility, appreciativeness, caring and democracy. A review of the instructors' responses to Part IV suggests the teachers perceive these qualities present at St. Petersburg Junior College. Interestingly, "innovative" and "imaginative" received the lowest rank--which seems to indicate a need for new ideas, opening the door for professional development.

Conclusions

Ultimately, the change process involves the continuing education teachers identified by a profile

in this study. Their responses and the ensuing interpretation of the research questions form the basis for the following conclusions. Initially, St. Petersburg Junior College's continuing education teachers express interest in improving themselves and their instructional techniques, making them receptive to staff development activities. These findings substantiate earlier studies by Bender and Hammons that report most part-time faculty welcome opportunities for self improvement (5:22).

Importantly, these part-time teachers perceive a positive working environment which encourages interest in and acceptance of professional development opportunities. Moreover, their perceptions of a positive professional climate at St. Petersburg Junior College contributed to their expressed interest in development activities. In addition, the part-time instructors view incentives as stimulators for participating in development sessions, but favor hygiene motivational factors.

Comparison of responses by instructional categories exposes only slight differences in perceptions of professional development needs, incentives, and working environment. Consequently, except for specific discipline related training, planned activities need not be separated into instructional categories. Thus, planning revolves around activities identified by the priority groups.

Recommendations

The following recommendations serve as a challenge to the continuing education administrative staff and the staff and program development committee. Based upon the results of this study, I recommend the following actions to insure successful initiation of a professional development program for part-time continuing education instructors:

1. Recognize part-time continuing education faculty as an important segment of the total instructional staff;

2. Coordinate the goals and objectives of the staff development program with those of the institution and the instructors;

3. Identify highly competent consultants both within the college and in the community who can conduct professional development activities directed towards needs identified by this study;

4. Initiate a varied format of programs including workshops, mini-courses, in-house seminars, professional reading, and similar activities to provide growth opportunities addressing the priority needs recognized in this study;

5. Research existing programs such as those at Burlington County College and Delta College and incorporate the best parts of them to develop a workable package for St. Petersburg Junior College;

6. Hold at least one annual meeting for part-time continuing education instructors. These meetings should include brief orientation for new instructors, opportunity to interact with other staff members, "state-of-the-college" presentation by administrators, and problem solving and professional growth sessions. With a new college president assuming office in the summer of 1978, an early fall meeting presents an excellent opportunity for him to meet and address the part-time continuing education instructors;

7. Consider motivation factors such as those identified by Herzberg, along with hygiene factors normally used as incentives, to stimulate interest and participation in staff development activities;

8. Maintain a positive working environment conducive to professional growth by encouraging open communication and participation. The environment should foster, not stifle, professional development;

9. Insure an opportunity for a part-time continuing education instructor to serve on the staff and program development committee;

10. Include more instructors representing minority groups when staffing new activities;

11. Evaluate part-time continuing education faculty's perceptions of staff development needs, incentives, and professional climate on regular three- or five-year intervals. Continuous and systematic

evaluation characterizes any quality endeavor;

12. Incorporate "An Introduction to Continuing Education," currently being used at St. Petersburg Junior College, into future programs suggested by this study;

13. Adapt the findings of this study to include part-time instructors teaching in the credit program.

Strategy for Change

If the previous recommendations succeed in causing change, an orderly sequence of planning and systematic execution must prevail. Although the dynamics of change appear exceptionally complex, most research studies show administrators being the most important regulator of change (25:10). An important part of this study's change strategy includes obtaining the endorsement of St. Petersburg Junior College's administrators directly affected by results and recommendations arising from this study. The director of continuing education and the chairman of the staff and program development committee recognize the increasingly significant contribution part-time continuing education teachers make to the total St. Petersburg Junior College instructional program and, therefore, endorse this study (see Appendices A and F). To further insure the success of this change strategy, I will present the findings and recommendations to these administrators at the conclusion of the study.

Teacher involvement in this study also plays an integral role in the change strategy. Since they emerge as prime benefactors of in-service training, teacher acceptance becomes vital to the success of planned staff development. The utlimate success, however, of a professional development program for part-time teachers depends on a cooperative effort between all parties involved. This study attempts to coordinate the desires of administrators and teachers to the benefit of all.

Epilogue

Lahti identifies lifelong learning as the most prominent future trend in postsecondary education (39:8); the growth of St. Petersburg Junior College's continuing education program signifies the arrival of this trend in Pinellas County. If St. Petersburg Junior College expects to respond effectively to the increasing numbers of lifelong learners enrolling in both credit and non-credit courses, it must find ways of changing the beliefs and behavior of the part-time instructional staff. Professional development opportunities symbolize the logical vehicle to initiate this change.

Richardson challenges those in position to effect this change by stating, "The times demand leadership which encourages staff development" (61:306). AACJC also issues a challenge to college leadership:

> In any staff development program, each college is especially urged to include part-time staff. Such persons tend to be neglected in institution-wide programs; yet their actual and potential value to the college is often great and could be increased by including them in renewal activities" (75:148).

St. Petersburg Junior College's administration must recognize and meet the needs of this rapidly growing segment of the instructional staff.

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APPENDIX A

ST. PETERSBURG JUNIOR COLLEGE

CENTRAL ADMINISTRATION, P. O. BOX 13489, ST. PETERSBURG, FLORIDA 33733

CONTINUING EDUCATION

September 1, 1977

Mr. Robert Smith
123 Pinellas Way
St. Petersburg, Fl 33733

Dear Robert:

This past year has been especially successful in meeting the continuing education needs of Pinellas County citizens. You have played the primary role in this success. We are proud of the fine instruction you are providing your students, and we want you to have every opportunity to increase your instructional skills.

Nationwide, educators are recognizing that staff development opportunities should be provided for part-time faculty. These staff development opportunities include interacting and updating experiences in human relations, occupational skills, subject matter, teaching techniques, and utilization of college and community resources.

We, too, would like to afford our teachers opportunities such as these. In an effort to determine which staff development activities would be of interest to you, Mr. Ed Long of our Continuing Education staff is conducting a study using the attached questionnaire.

We would appreciate your help in completing and returning this questionnaire to us. It is important that <u>your</u> questionnaire is completed and returned to provide an accurate picture. You need not sign the questionnaire as all responses are strictly confidential and will be used only for statistical purposes.

Thank you for taking a few minutes from your busy schedule to complete this questionnaire. Please return it in the self-addressed envelope within one week.

Sincerely,

David B. Fellows

Dr. David B. Fellows
Director, Continuing Education

EJL:apl
Encl. (2)

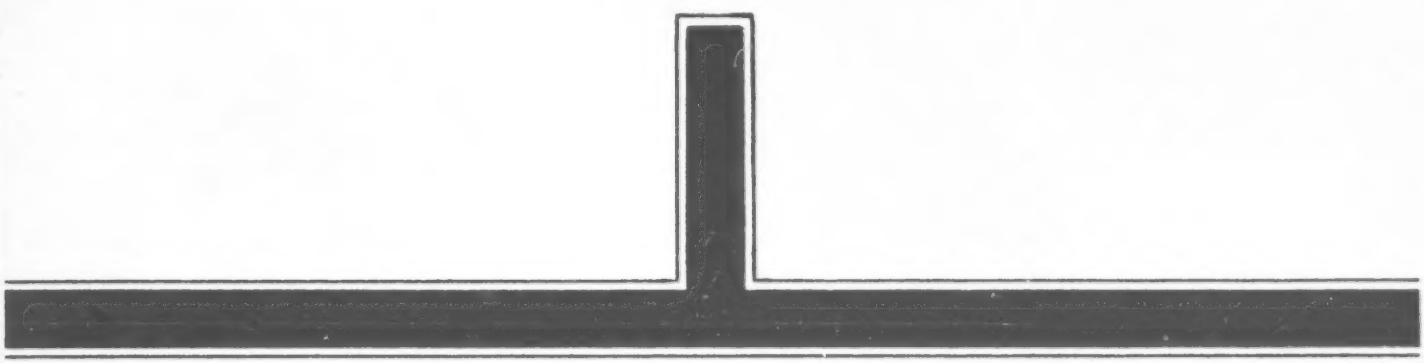
APPENDIX B

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

This questionnaire will collect information regarding perceptions of part-time continuing education faculty that may reveal implications for staff development.

This inventory focuses on perceptions of

- Developmental needs of faculty
- Professional climate
- Incentives for faculty and staff



Modified by Edward J. Long, Jr.,
from an instrument developed by:
Dr. Max Raines
Michigan State University
and
Dr. Frank A. Christensen
Dr. Clete H. Hinton
William Rainey Harper College

Questionnaire numbers assigned for statistical purposes only.

FALL 1977

PART I: PERSONAL DATA

INSTRUCTIONS: The questions in Part I concern your age, education, sex, race, and training. Please read each question carefully and place on the line provided the number of the response which best answers the question.

_____ 1. What is your AGE?

_____ 2. SEX

1. Male 2. Female

_____ 3. RACE

1. White, Non-Hispanic
2. Black, Non-Hispanic
3. Hispanic
4. Asian/Pacific Islander
5. American Indian/Alaskan Native

_____ 4. HIGHEST LEVEL OF EDUCATION ATTAINED

1. High school graduate or equivalent
2. Some college experience
3. Associate degree (2 years)
4. Bachelor's degree (4 years)
5. Master's degree
6. Doctor's degree
7. Other (please specify) _____

_____ 5. NON-CREDIT TEACHING EXPERIENCE (Approximate number of CE course sections taught at SPJC)

_____ 6. PRIMARY REASON FOR TEACHING IN THE CONTINUING EDUCATION PROGRAM

1. Extra income

6. PRIMARY REASON FOR TEACHING (continued)

2. Feeling of doing something worthwhile

3. Enjoy teaching

4. Other (please specify) _____

PART II: PROFESSIONAL DEVELOPMENT NEEDS

INSTRUCTIONS: The following items should help identify your professional needs. Please indicate your current level of interest in the various activities listed below. Read each statement carefully and place on the line provided the response key number that best describes your level of interest.

RESPONSE KEY:
5. Very interested
4. Interested
3. Uncertain
2. Disinterested
1. Very disinterested

_____ 7. Increasing my ability to deliver stimulating lectures.

_____ 8. Deciding what knowledge, skills, or values in my discipline to include in my courses.

_____ 9. Increasing my skill in conducting lively group discussions in class.

_____ 10. Determining what content will best prepare the student for attaining his educational goals or employment.

_____ 11. Becoming a member of committees on campus.

_____ 12. Developing presentations or lectures for community groups in areas related to my expertise.

_____ 13. Learning how to broaden my teaching style to accommodate a broader range of learning styles among students.

_____ 14. Learning how to broaden my teaching style to accommodate special needs of handicapped students.

_____ 15. Keeping abreast of new developments in my discipline.

_____ 16. Learning how to conduct human potential groups or other kinds of growth groups for students.

_____ 17. Working with some particular constituency in which I possess a strong interest (i.e., senior citizens, ethnic minorities, etc.).

_____ 18. Incorporating a broader range of media and learning resources in my teaching.

_____ 19. Gaining greater depth of knowledge in my discipline or specialization.

_____ 20. Knowing how best to respond when students come to me with personal problems.

_____ 21. Finding ways to improve teaching conditions (space, equipment, etc.).

_____ 22. Learning how to translate my course content into a competency-based learning approach.

_____ 23. Selecting and incorporating knowledge from related disciplines as a way of broadening my course materials.

_____ 24. Learning how and when to effectively refer students to the College's counseling office or local mental health clinics.

_____ 25. Organizing content of my courses into logical, cohesive syllabi.

_____ 26. Identifying community-based learning experiences which I can incorporate in my courses.

_____ 27. Developing a better understanding of the particular role of community colleges in higher education.

_____ 28. Updating my awareness of career opportunities for students in areas related to my specialization.

PART III: INCENTIVES

INSTRUCTIONS: Using the response key below, rate the importance of each incentive as you believe it would encourage participation in professional development activities of part-time faculty at SPJC.

RESPONSE KEY:
5. Very important
4. Important
3. Uncertain
2. Unimportant
1. Very unimportant

_____ 29. Pay for participating in staff development activities.

_____ 30. Part-time faculty involvement in policy making.

_____ 31. Special recognition of innovative teaching.

_____ 32. Appointment to faculty rank.

_____ 33. Merit pay increases.

_____ 34. Tenure policy extended to include part-time faculty.

_____ 35. Recognition through media.

_____ 36. Fringe benefits (i.e., retirement, health insurance).

_____ 37. Verbal or written recognition from colleagues and administrators.

PART IV: PROFESSIONAL CLIMATE (SPJC Working Environment)

INSTRUCTIONS: Decide which adjective most nearly describes your perception of the professional climate in which you work at SPJC. Indicate on the line provided the intensity of this feeling by using the scale below.

SCALE

VERY	SOMEWHAT	UNCERTAIN	SOMEWHAT	VERY
5	4	3	2	1

_____	38.	Friendly	Unfriendly
_____	39.	Appreciative	Unappreciative
_____	40.	Harmonious	Conflicting
_____	41.	Imaginative	Unimaginative
_____	42.	Caring	Indifferent
_____	43.	Efficient	Inefficient
_____	44.	Flexible	Rigid
_____	45.	Innovative	Repetitive
_____	46.	Democratic	Autocratic
_____	47.	Orderly	Chaotic
_____	48.	Facilitating	Inhibiting
_____	49.	Productive	Non-Productive
_____	50.	Qualitative	Quantitative

PART V: COMMENTS

_____

_____

_____

_____

_____

Please return this completed questionnaire within one week to the Continuing Education Department in the self-addressed envelope provided. If you have questions or if you would like a copy of the results, you may call 546-0011, Ext. 285.

THANK YOU FOR YOUR TIME AND COOPERATION!

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UNIVERSITY OF CALIF.
LOS ANGELES

JAN 12 1970

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